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ABSTRACT

Developed for teachers and members of the pupil transportation staff who conduct school bus drills, these 10 lesson outlines are intended for classroom instruction on school bus safety. Lessons may be adapted to fit the grade level, intelligence, and special needs of students. Topics covered are: preparing to ride the bus, boarding and proceeding to seat, riding the school bus, leaving the bus and proceeding to destination, importance of safe and desirable behavior, hazardous weather and road conditions, school bus collisions, emergency evacuation procedures, special situation school bus transportation, and students with handicapping conditions as school bus riders. The components of each module are objectives, an introduction, content outline, and a conclusion. An annotated listing of suggested films and filmstrips is provided. Visual masters contained in a section of resource materials may be used to make transparencies, posters, or handouts. Suggested procedures are also provided for three mandated drills held at specific times during the school year. A pupil transportation program evaluation form is also included. (YLB)

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ED235392

# SCHOOL BUS RIDER SAFETY EDUCATION MODULES

For Use With

# DRILLS ON SCHOOL BUSES

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Physical Education, Fitness,
Health, Nutrition and Safety Services

Safety Education Services Unit
Albany, New York 12234
1981

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## REGULATIONS OF THE COMMISSIONER OF EDUCATION PURSUANT TO SECTION 3623 OF THE EDUCATION LAW

In July 1979, the New York State Legislature amended Section 3623 of the Education Law in regard to the provision of instruction to pupils concerning safe boarding and exiting procedures on school buses and orderly conduct by school bus passengers. Section 156.3(h) of the Regulations of the Commissioner of Education reflected this change in January 1980.

The revised regulation is stated below:

156.3 Safety regulations for drivers and pupils

(h) Drills on school bus.

(1) The drills on school buses required by Section 3623 of the Education Law shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first-aid equipment and windows as a means of escape in case of fire or an accident. Drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill shall include specific instructions for pupils to advance at least 10 feet in front of the bus before crossing the highway after disembarking. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain and other inclement weather including but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis given to student discipline rules and regulations promulgated by each board of education. Such instruction and the conduct of the drills shall be given by a member or members of the teaching or pupil transportation staff. Pupils attending public and nonpublic schools who do not participate in the drills held pursuant to this paragraph shall also be provided drills on school buses, or as an alternative, shall be provided classroom instruction covering the content of such drills.

(2) A minimum of three such drills shall be held during the school year, the first to be conducted during the first week of the fall term, the second between November 1 and December 31 and the third between March 1 and April 30.

(3) No drills shall be conducted when buses are on routes.

(4) The school authorities shall certify on the annual report to the State Education Department that their district has complied with this subdivision (h).

## FOREWORD

The instructional staff of the Safety Education Services Unit has prepared lesson outlines, or modules, that may be helpful in meeting the Commisioner's Regulations for school bus drills. Teachers and members of the pupil transportation staff who conduct the drills are encouraged to adapt any of these modules or parts thereof to conform to the needs of their students. Lessons should fit the grade level, intelligence, and special needs of each student.

To meet the intent of the new regulations, classroom instruction for all students may be necessary to cover the information on school bus safety completely.

Lesson plans should be prepared to provide for all grade levels and vehicle types involved in the drills. The following are recommendations:

1. Become familiar with each type of bus on which you will be teaching.

   a. Practice opening the doors, windows and roof hatch.
   b. Locate and examine the fire extinguisher, first aid kit and reflectors.

2. Become acquainted with the drivers.

   a. Ask their help in becoming familiar with bus operation.
   b. Request their assistance in conducting the drill.
   c. Seek out any information regarding local policy and practice to add to the lessons.

3. Use visual aids, such as the accompanying visual masters, which may be used to make transparencies or reproduced for posters or other uses.

All riders must participate in on-board emergency drills. Students who do not ride a school bus must either participate in on-board drills or receive in-class instruction concerning school bus safety practices and procedures.

Classroom instruction may be given in conjunction with the on-bus instruction.

The purpose of the drills is to promote school bus safety so there will be no pupil transportation fatalities or serious injuries.

Let us work together to reach this objective.

Some of the accompanying material was adapted from the Traffic Safety Education Program sponsored by the Dutchess County Board of Cooperative Educational Services and the Dutchess County Traffic Safety Board.

Funding for the guide was made available by the New York State Governor's Traffic Safety Committee.

## MODULE ONE

## PREPARING TO RIDE THE BUS

OBJECTIVES: The student shall be able to:

1. Describe proper clothes to wear for various seasonal conditions.
2. List potentially dangerous items that should not be transported by school bus.
3. Explain the importance of being on time.
4. Explain possible hazards encountered on the walk to the school bus stop.
5. Describe how to wait safely for the school bus.
6. Describe how to behave and be respectful.

INTRODUCTION:

A well-run transportation program depends on the cooperation of everyone involved with school bus operation. The school transportation department or bus company, administrators, teachers, drivers, and students (often with the help of parents) have to work together to see that the school bus ride is safe, efficient, and economical.

Getting a good start for the school bus ride is essential for establishing good habits. You should get up early, eat breakfast, and have everything ready in plenty of time.

Be at the bus stop before the school bus arrives, but do not be mischievous or unruly while waiting. Such behavior could be dangerous as well as annoying. Safety is very important at the bus stop.

CONTENT:

I. Dress properly for the weather.

A. Seasonal differences.

1. Waterproof clothing
2. Adequate head cover
3. Clothing warm enough if bus is delayed
4. Windbreaker for fall and spring
5. Bright colors. Avoid white in winter

II. Do not take potentially dangerous items with you for the bus ride.

A. Glass articles

B. Sharp items

C. Bulky or very large articles

D. Animals

E. Others

III. Leave on time.

IV. Walk to the school bus stop safely.

A. Use sidewalks or walk off the road surface as far as possible.

B. Walk facing traffic where there are no sidewalks.

C. If crossing the road or street, do so at intersections.

D. Do not accept rides with strangers.

E. Avoid shortcuts.

F. Others (refer to any pedestrian safety literature).

V. Be extra careful during inclement weather.

A. Hazardous conditions

1. Types of weather situations.

a) Snow, Ice, Sleet
b) Rain, Fog

2. Other environmental concerns

a) Darkness or dusk
b) Glare and bright sunlight

B. Specific hazards endangering children.

1. Poor driver visual perception
2. Reduced vehicular control
3. Reduced hearing

CONCLUSION:

Always be ready for inclement weather; take only allowable items for the school bus, be on time, and walk safely to the bus stop. This will help the transportation system operate safely, efficiently, and economically.

## MODULE TWO

## BOARDING AND PROCEEDING TO SEAT

OBJECTIVES: The student shall be able to:

1. Describe how to board a school bus safely.
2. Describe how to cross in front of the school bus safely.
3. Describe how to walk safely up the aisle to a seat.
4. Discuss importance of proper behavior while proceeding to a seat.

INTRODUCTION:

Most deaths in pupil transportation accidents occur in the loading and unloading areas. Serious injury or death can be avoided by following good safety practices.

It is also important that the riders proceed promptly to their seats and sit down. The bus driver should not hold up traffic with the red signal lamp once the riders are on the bus. Therefore, do not dawdle in going to a seat and stay seated for the entire ride unless there is standing room only.

CONTENT:

I. Stay clear of moving school buses and other vehicles.

- A. Stay in line.
- B. Do not approach the bus until it comes to a complete stop and the door opens.
- C. Do not push or shove.
- D. Be careful if walking on an unsafe road surface.
  1. Loose stones
  2. Ice
  3. Obstacles
  4. Other
- E. Walk, don't run.
- F. Stay away from the wheels of the school bus.

II. Cross street safely (if applicable).

A. Look

1. Observe bus red crossover lights.
2. Watch for signal from the driver.
3. See that all traffic stops.

B. Cross ten (10) feet in front of the bus, looking both ways.

C. Walk quickly, don't run.

III. Mounting the bus steps.

A. Use handrail.

B. Look for any ice or objects on the steps.

C. Be careful of different step heights.

IV. Walk up the aisle safely and rapidly.

A. Watch for obstructions in the aisle.

1. Feet
2. Books
3. Other objects

B. Refrain from touching or poking others.

V. Sit in the assigned seat, if applicable.

CONCLUSION:

The rider has the responsibility of practicing safety every time the school bus is boarded.

The bus driver must proceed to the next bus stop promptly. Therefore, take a seat quickly so the driver can be at the next stop on time.

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## MODULE THREE

## RIDING ON THE SCHOOL BUS

OBJECTIVES: The student shall be able to:

1. State the regulations regarding behavior.
2. List proper behavior for riding in the school bus.

INTRODUCTION:

School bus drivers are highly qualified for their jobs. They are physically fit and extensively trained. However, accidents are possible. Almost 1,000 accidents happened in 1980 involving school buses. The chances of being in an accident and being hurt can be reduced by being a courteous passenger. The rider should remain seated so as to be protected in case there is a collision. Do not distract the driver, obey all the school bus rules.

It is most important that the school bus driver's time, energy, and attention be dedicated to the task of driving. The bus driver needs to hear sounds from outside the bus and needs to be extremely attentive to changes in visibility and road conditions.

CONTENT:

I. Rules affecting pupils (according to Section 156.3 (f) of the Regulations of the Commissioner of Education).

   A. Do not enter or leave the school bus while it is in motion.

   B. Do not thrust head or arms out of windows.

   C. Reasonable behavior should be observed while in transit.

   D. Cross ten (10) feet in front of the school bus, if a highway must be crossed.

   E. Do not remain on the school bus if the gas tank is being filled.

II. Examples of good bus riding rules.

   A. Do not eat or drink on the bus.

   B. Behave properly.

      1. Show consideration for other passengers.

         a) No loud talking
         b) Do not hit and poke others
         c) No pranks
         d) Others

2. Do not mark, litter or damage the school bus.

   a) No vandalism
   b) No littering
   c) Others

C. Avoid talking to the school bus driver except in emergencies.

D. Keep objects on your lap.

E. Remain seated while the bus is in motion.

F. Other local policy rules.

   1. No smoking

   2. No throwing of objects

   3. Others (check with the school)

CONCLUSION:

Horseplay aboard the school bus may distract the driver and cause a collision. The school bus rules are for the protection of bus riders, the school bus driver, and other drivers and highway users. The rules exist to make the trip safer and more enjoyable.

## MODULE FOUR

## LEAVING THE BUS AND PROCEEDING TO DESTINATION

OBJECTIVES: The student shall be able to:

1. Demonstrate how to safely walk down the aisle of the bus to the door.
2. Explain importance of proper behavior while proceeding to the door.
3. Describe the danger zones of a school bus.
4. Describe how to cross safely in front of the bus.

INTRODUCTION:

Safety in leaving the bus is very similar to the boarding rules. Once outside the bus, do not linger. A school bus has danger zones where a driver cannot see anyone, and students could get seriously hurt or killed if they entered this area and the bus were to proceed. It is the students' responsibility not to loiter once they have stepped off the bus.

CONTENT:

I. Stand only when the bus stops and it is time to exit.

II. Take all personal belongings - double check that no items have been left.

III. Walk down the aisle safely.

- A. Watch for obstructions in the aisle.
  - 1. Feet
  - 2. Books
  - 3. Others
- B. Refrain from hitting or touching others.

IV. Proceed down steps.

- A. Use the handrail.
- B. Watch for ice or objects on the steps.

V. Stay away from the side of the bus by at least three (3) feet.

- A. If you can touch the bus, you are too close.
- B. Walk away from the bus and continue toward your destination.

VI. Cross ten (10) feet in front of the bus (if applicable).

A. Look

1. Observe traffic

2. Check for red flashing light.

3. Watch for signal from driver.

B. Cross ten (10) feet in front of school bus, looking both ways to make sure that oncoming traffic has stopped.

C. Walk, don't run.

VII. Stay out of street.

A. Use sidewalk whenever possible.

B. Stay along shoulder of road. Walk single file if there is no sidewalk.

C. Where there are no sidewalks, walk facing traffic wherever possible.

D. Other safe practices
(Refer to any pedestrian safety literature)

CONCLUSION:

Once the school bus arrives at the stop, be prompt in exiting from the bus.

Most school bus related deaths occur on the ride home. Safety in the unloading areas must be practiced faithfully and carefully to result in a safe trip, free from injury and death.

## MODULE FIVE

## IMPORTANCE OF SAFE AND DESIRABLE BEHAVIOR

OBJECTIVES: The students shall be able to:

1. List desirable personality traits.
2. Describe responsibilities to others in relation to school bus transportation.
3. Explain the various costs of a school bus accident.

INTRODUCTION:

Being a bus passenger involves meeting responsibilities. Failure to adequately meet responsibilities may result in transportation programs that are inefficient, dangerous and costly.

CONTENT:

I. Personality traits to be exhibited.

- A. Common courtesy
- B. Mutual cooperation
- C. General respect of:
  1. Property
  2. Possessions
  3. Other individuals

II. The responsibility of safety is everyone's job; everyone must work together.

- A. Riders
- B. Drivers
- C. Parents
- D. School personnel
- E. Peers
- F. Community
- G. Other highway users

III. Possible costs of an accident:

A. Personal injury or death

1. Temporary or permanent loss of physical or mental functions
2. Pain and suffering
3. Mental anguish
4. Medical payments
5. Loss of grades

B. Involvement of others

1. Police
2. Other highway users
3. Pedestrians
4. Innocent bystanders
5. Low morale

C. Higher school costs and taxes

1. Lower school attendance means lower reimbursement
2. Increased school insurance rates
3. Material replacement: costs for bus and highway repairs
4. Lawsuits

D. Others

IV. Interaction among passengers.

A. How to act with friends.

1. Do's

a) Keep conversation volume low.
b) Respect property of others.
c) Show your driver you can be a responsible person.
d) Follow the bus rules on conduct.

2. Don'ts:

a) Push, shove, hit
b) Shout, laugh loudly or make loud noise
c) Throw things
d) Distract driver in any way

B. How to act with persons you are not friendly with.

1. Do's:

a) Put aside your disagreements.
b) Stay away from them, if possible - maintain distance or space from each other.
c) Try to stay cordial and civil if you cannot avoid each other.
d) Remember the bus rules on conduct.

2. Don'ts:

a) Be a tattle-tale
b) Get your "dander up" at words or actions of others.

V. Communicating with bus driver:

A. Report illnesses.

1. Fainting or unconsciousness

2. Seizures

3. Others

B. Report bus defects.

1. Cracked windows

2. Slashed seats

3. Loose seats

4. Strange noises or smells

5. Others

CONCLUSION:

Fairness and equality may be unreachable goals, and perfection in people is unrealistic. However, striving to achieve these objectives is the main idea.

## MODULE SIX

## HAZARDOUS WEATHER AND ROAD CONDITIONS

OBJECTIVES: The student shall be able to:

1. Describe how inclement weather can make it difficult for drivers to see students walking to and from the school bus stop.
2. List hazardous conditions and tell how on-road vehicles are affected.
3. List techniques that students can use to be safe during hazardous weather and road conditions.

INTRODUCTION:

Heavy rain, sleet, snow and fog along with bright sun and early darkness can make it difficult for drivers to see. Driving can also be hazardous and stopping difficult because of slippery roads. Extra care should be used when walking to and from and waiting at the bus stop. When riding the school bus, don't do anything that may distract the driver.

CONTENT:

I. Slippery roads and poor visibility.

A. Rain

1. Light or heavy
2. How it affects the driver's control of the vehicle
3. How it can affect a driver's vision

B. Snow, sleet and ice

1. How it affects the driver's control of the vehicle
2. How it can affect a driver's vision

C. Fog

1. Vehicle control
2. Visibility

D. Bright Sun and Early Darkness.

1. Bright sun may block vehicle operator's view and recognition of:

a) School bus yellow warning and red flashing stop lights.
b) Children crossing in front of the school bus.

2. Bright sun will blind drivers:

   a) When windshields are dirty.
   b) During the spring and fall.
   c) During early morning and late afternoon.

3. Students walking to a school bus stop or crossing the road in front of a school bus during bright sun situations should make sure all vehicles are stopped before crossing.

E. During the winter months, it becomes dark between 4:00 and 4:45PM. School buses are on the road taking students involved in after school activities home. Students getting off late buses should be aware of:

   a) Many vehicle operators are not looking for school buses.

   b) This is a transition time; vehicle headlights won't clearly illuminate pedestrians.

   c) Drivers may be temporarily blinded by oncoming headlights if windshieds are dirty or fogged.

   d) Students getting off a school bus at dusk should be sure that all vehicles are stopped before crossing the road in front of the bus.

II. Hazardous road conditions - school bus riders role.

A. Dress in bright standout clothing.

B. Walking to and from the bus stop, don't do anything to cause a vehicle operator to brake suddenly.

C. Riding the school bus, remember the driver must be extra alert. Stay seated and talk quietly; don't distract the driver.

CONCLUSION:

Rain, snow, fog and sleet, bright sun and early darkness can make driving difficult. School bus riders can help their bus driver by being calm and quiet. Walking home from the bus stop, they should be careful not to cause a driver to brake suddenly. Students crossing the street in front of the school bus should be sure that all vehicles have stopped. All school bus riders have a part in making their daily trip safe.

## MODULE SEVEN

## SCHOOL BUS COLLISIONS

OBJECTIVES: The student shall be able to:

1. Describe how to behave if the bus is in a collision and the driver is all right.
2. Describe the actions to take in a collision if the driver is incapacitated.

INTRODUCTION:

School bus drivers have a safety record better than most other drivers. Only one driver in 40 has a reportable collision every year, as opposed to car drivers, who have one collision for every seven drivers each year. Collisions do occur. If your school bus has a collision, your actions could either add to the confusion, or help reduce it.

In most school bus collisions, riders would remain on the bus. The actions of school bus riders can help the driver in dealing with the situation.

CONTENT:

I. School bus collisions where driver is not incapacitated:

- A. Reman calm.
- B. Remain seated.
- C. Stop any talking.
- D. Wait for directions from the driver.

II. School bus collisions where driver is incapacitated:

- A. Remain calm.
- B. Turn off the engine.
- C. Set the parking brake and remain on the bus if it seems safe.
- D. Stay seated.
- E. Be alert for fire.
- F. Inquire about passenger injuries.

G. Obtain help.

1. Use two-way radio.
2. Go for help in pairs.
3. Seek out other motorists to go for assistance.

a) Report location, bus number and driver's name.
b) Report any injuries.
c) Determine if bus can be driven.

III. Important information to know if involved in a collision:

A. Remember the events just prior to, during, and after the collision.

B. The school may want a record of all students on the bus and where they sat, so give your name to the driver or other school personnel to insure accurate record keeping of the collision.

C. Names of all injured persons must be recorded.

D. Do not ask to walk the remainder of the way to your destination; the school is responsible for transporting you to the bus stop.

CONCLUSION:

Most school bus collisions produce no major injuries and very few minor injuries. However, your behavior during and after any collision can help prevent the situation from being catastrophic.

You should never become complacent. Any vehicle can be involved in an accident, even a school bus.

## MODULE EIGHT

## EMERGENCY EVACUATION PROCEDURES

OBJECTIVES: The student shall be able to:

1. Describe the correct procedure when an emergency occurs necessitating evacuation.
2. State evacuation procedure when the bus driver is incapacitated.
3. Explain how to evacuate using both front and rear exits.

INTRODUCTION:

In case of an accident or collision, evacuation may be necessary. There is no need to evacuate the bus for every collision or accident. But, in the event of an emergency requiring evacuation, correct actions are essential for safe and efficient exiting.

CONTENT:

I. Emergency when the driver is not injured.

A. Remain seated.

1. Wait for directions from the driver.
2. Exit from the bus as directed.
   a) Front door
   b) Rear door
   c) Push-out window
   d) Pop-out windshield and other rubber sealed windows
   e) Other exits (roof hatches, midsection door, etc)

B. Follow exiting procedure.

1. Leave books, lunch boxes, and all personal belongings on the bus.
2. Take emergency equipment, if so ordered.
3. Make sure all clothing is tucked in and securely fastened.
4. Exit from the bus as directed.

C. What to do following evacuation:

1. Gather at a safe location chosen by the driver, at least 100 feet from the bus.
2. Follow directions of the bus driver.
   a) Assist in getting help.
   b) Cooperate by being orderly.

II. Evacuation procedure:

A. Evacuation using the rear or midsection door.

1. Wait your turn.

2. Walk down the aisle.

3. Put your toes over the edge of the doorsill.

4. Lean forward slightly.

5. Place hands on the assistant's hands or shoulders.

6. Land on both feet with your knees bent.

7. Move away from the bus.

B. Evacuation using front and rear exits.

1. Necessary when speed is essential.

2. A piece of tape or a painted line on the bus wall and/or ceiling can help the students identify whether they are seated in the front or rear section.

3. Method one: In-line circular movement

a) Front half out the front door, rear half out the rear door.
b) First seat right side, followed by second seat right side.
c) The students in the last seat on the left side exit first, followed by the students in the next to the last seat, and so on.

4. Method two: Opposing seat movement

a) Front half out the front door, rear half out the rear door.
b) First seat right side, followed by first seat left side, and so on to the center mark.

C. Other procedures (check local policy)

III. Incapacitated driver:

A. Procedures students should know:

1. Turning off the engine

2. Operating four-way flashers

3. Applying parking brake

4. Locating emergency equipment

   a) Fire extinguisher
   b) First aid kit
   c) Reflective devices

5. When to evacuate

   a) Presence of smoke or fire

   b) High risk of collision

      1. on rail road tracks
      2. dangerous section of road
      3. others

   c) Possible submersion

   d) Chance of roll-over or tip-over

   e) Chance of hypothermia.

6. Knowing how to use two-way radio, if so equipped

7. Choosing exit routes

8. Opening the doors or windows

9. Exiting safely

10. Selecting a safe location to assemble

11. Using emergency equipment

    a) Set up reflective devices
    b) Use fire extinguisher

12. Obtaining help.

    a) Seek out other motorists.
    b) Go for help in pairs.

CONCLUSION:

When an accident occurs, there are often moments of chaos. Do not contribute to the confusion.

## MODULE NINE

## SPECIAL SITUATION SCHOOL BUS TRANSPORTATION

OBJECTIVES: The student shall be able to:

1. Describe the different responsibilities for field and athletic trips.
2. Describe the role of the bus attendant.

INTRODUCTION:

School bus transportation is not the same for everyone. Some students ride buses only occasionally. Some ride on full size or large buses, while others ride smaller vehicles. These differences, and others, may alter the rules to be followed.

CONTENT:

I. Field Trips

A. Store equipment properly. Baggage, freight, or other property shall not be carried in the aisles, or so as to interfere with passenger seating space, safety or comfort. (The Regulations of the Commissioner of the Department of Transportation, Section 721.22.)

B. Follow the chaperone's orders.

C. Learn and follow the general school bus rules and safety procedures.

D. Avoid excesses in behavior.

1. Loud cheering
2. Singing
3. Rocking the bus
4. Others

II. Bus Attendant (or monitor)

A. Responsibilities:

1. General order and behavior of passengers
2. Attend to individual needs
3. Assist in exiting and entering the bus
4. Notify the bus driver of any emergency situations
5. Assist the driver as an observer if the bus is to be backed up
6. Others

B. The attendant is an assistant to the driver and is the person who oversees the safety and comfort of the passengers.

CONCLUSION:

No matter what type of school bus traveled in or what the destination or type of trip; the ultimate goal in any school bus trip are safety, efficiency, and economy.

## MODULE TEN

## STUDENTS WITH HANDICAPPING CONDITIONS AS SCHOOL BUS RIDERS

OBJECTIVES: Within the limits of their abilities the handicapped student shall be able to:

1. Identify the safety procedures to be followed in the event of a school bus emergency.

2. Locate emergency equipment such as fire extinguisher, first aid kit, emergency instruction, and radio if available.

INTRODUCTION:

A handicapped student is impaired mentally, physically, emotionally or in combination (multiply handicapped). Regardless, they do ride school buses daily. Each handicapped student must be instructed in actions to be taken when an emergency occurs involving the bus. The instructional information contained in the foregoing modules should be tailored to meet the specific needs of each handicapped student.

CONTENT:

I. Physical Handicaps

A. Orthopedic:
Handicaps in this area are impairment of the functions of bones, joints, or muscles and are generally permanent. These students usually possess limited mobility, but are capable of transmitting any information concerning emergency procedures.

B. Visual:
Students who are visually impaired, should be assigned a regular seat near the main door. When giving them verbal directions, be specific. Say "turn right and walk five steps". Not... "a few feet." When helping blind students, let them take your hand or elbow. These students can retain instructions and may learn the locations of emergency equipment, driver and radio.

C. Auditory:
Students with impaired hearing should be addressed from directly ahead. Speak slowly and calmly when informing them of the situation. If lip reading has not been mastered, write brief notes. These persons can be shown all the procedures and equipment.

II. Mental and Emotional Handicaps

A. Trainable Mentally Retarded:
These students are extremely limited in attainment and each must be expected to perform only safety procedures within their range. Acts such as leaving the bus may be the most that can be expected. The instructor must decide the actual safety program on an individual basis.

B. Educable Mentally Retarded:
These students can be expected to function normally in many cases. The retardation may be in an academic area. Students should be dealt with on an individual basis by the trained staff responsible for them.

C. Emotionally Handicapped:
These students' handicaps are of a behavioral nature rather than mental. Emotionally handicapped students can be angry, aggressive, friendly, timid, submissive or withdrawn. The response of these students to the stimulus of a bus emergency is seldom predictable. They should be exposed to school bus emergency instruction only to the limit of their ability. The staff immediately responsible for their education must decide on the amount of training to provide.

CONCLUSION:

Handicapped students, either riding regular or special education school buses, should be taught how to react within their capabilities. This is particularly important if the driver becomes incapacitated.

The following are examples of procedures that could be performed by some handicapped students:

1. Locate the fire extinguisher and first aid kit.
2. Operate, or tell others how to operate, the fire extinguisher.
3. Get out of the bus and go for help.
4. Tell people offering help where emergency phone numbers are located.
5. Operate or instruct others to operate the two-way radio.
6. Tell people offering help where to find student information cards.
7. Instruct people in the operation of wheel chair locking devices, doors, ramps, and lifts.

In order to aid people, other than drivers to effect evacuation, written directions should be posted near apparatus requiring special operating skills.

## SUGGESTED FILMS AND FILMSTRIPS FOR USE WITH THE SCHOOL BUS RIDER SAFETY MODULES

1. 16mm Film: "Ride a Mile in My Seat"
   Recommended for: Grades 1-8
   Description: Film attempts to modify school bus rider attitudes by showing them what it is like to drive a school bus. Good discussion material.
   Use with: Module 5
   Producer: Visucom - P.O. Box 5472, Redwood City, CA 94063

2. 16mm Film: "School Bus Evaluation for Students"
   Procedures for School Bus Evacuation Drills
   Recommended for: Grades 3-9
   Description: Basic procedures for evacuating the school bus - clearly illustrated in detail.
   Use with: Module 8
   Producer: AIMS Instructional Materials Inc., 626 Justin Avenue, Glendale, CA 91201

3. 16mm Film: "Be Tops"
   Recommended for: Grades K-7
   Description: Based around the symbol of poor attitude Boomer the crash creature who becomes a boy walking to the bus stop, riding the bus. Too long - too cute - but good basis for discussion.
   Use with: Modules 1, 2, 3, 5
   Producer: NYS Education Department, Bureau of Educational Management Services, Room 3059 Cultural Education Center, Albany, NY 12230

4. 3 Filmstrips (with cassettes in a kit: "School Bus Safety"
   Filmstrip #1: "Safety to and from the Bus Stop"
   Recommended for: Grades 4-9
   Description: Covers proper dress - safe walking, street crossing procedures - safe behavior at the bus stop and safe procedures for crossing in front of the school bus.
   Use with: Modules 1 and 2

   Filmstrip #2 "Safety and Courtesy on the School Bus"
   Recommended for: Grades 4-9
   Description: Filmstrip purpose is to motivate students to behave in a safe, courteous manner while riding the school bus.
   Use with: Modules 3 and 5

Filmstrip #3 — "Administrators' Responsibilities for School Bus Safety"

Recommended for: School and school transportation administrators

Producer: Centron Films - 1621 West 9th Street, Box 687, Lawrence Kansas, 66044 (913) 843-0400

5. 16mm Film — "Emergency School Bus Evacuation" (12 min long)

Recommended for: Grades K-12

Description: Clearly shows 3 basic procedures for emergency evacuation of a school bus. Well done.

Use with: Module 8

Producer: AAA Foundation for Traffic Safety - 8111 Gatehouse Road, Falls Church, VA 22042

6. 2 Filmstrips (with cassettes) in a kit: "School Bus Safety" - for the Primary Grades

Filmstrip #1 — "Walking to the Bus Stop"

Recommended for: Grades K-3

Description: Filmstrip shows all the dangers of walking to the bus stop and the rules that, if followed, will protect a child.

Use with: Module 1

Filmstrip #2 — "Riding the Bus"

Recommended for: Grades K-3

Description: Theme is riding the school bus safely - to behave is to act grown up. Evacuation procedures are clearly illustrated.

Use with: Modules 3, 5, 8

Producer: Centron Films - 1621 West 9th Street, Box 687, Lawrence, Kansas 66044 (913) 843-0400

7. 16mm Film — "Death Zones" (21 min. long)

Recommended for: Grades K-12

Description: Dramatically and effectively aimed at making students aware of the areas around the bus (death zones) that school bus drivers can't see.

Use with: Modules 2, 3, 4

Producer: Seven Oaks Productions - 8811 Gatehouse Road, Silver Spring, Maryland 20910

8. 16mm Film — "Problems in Transporting the Handicapped"

Recommended for: Grades 6-12

Description: Directed toward school bus drivers but graphically illustrates key aspects of transporting students with different types of handicaps - good resource, discussion material.

Use with: Module 10

Producer: Visucom - P.O. Box 5472, Redwood City, CA 94063

RESOURCE MATERIAL FOR USE WITH THE

SCHOOL BUS RIDER SAFETY EDUCATION GUIDE

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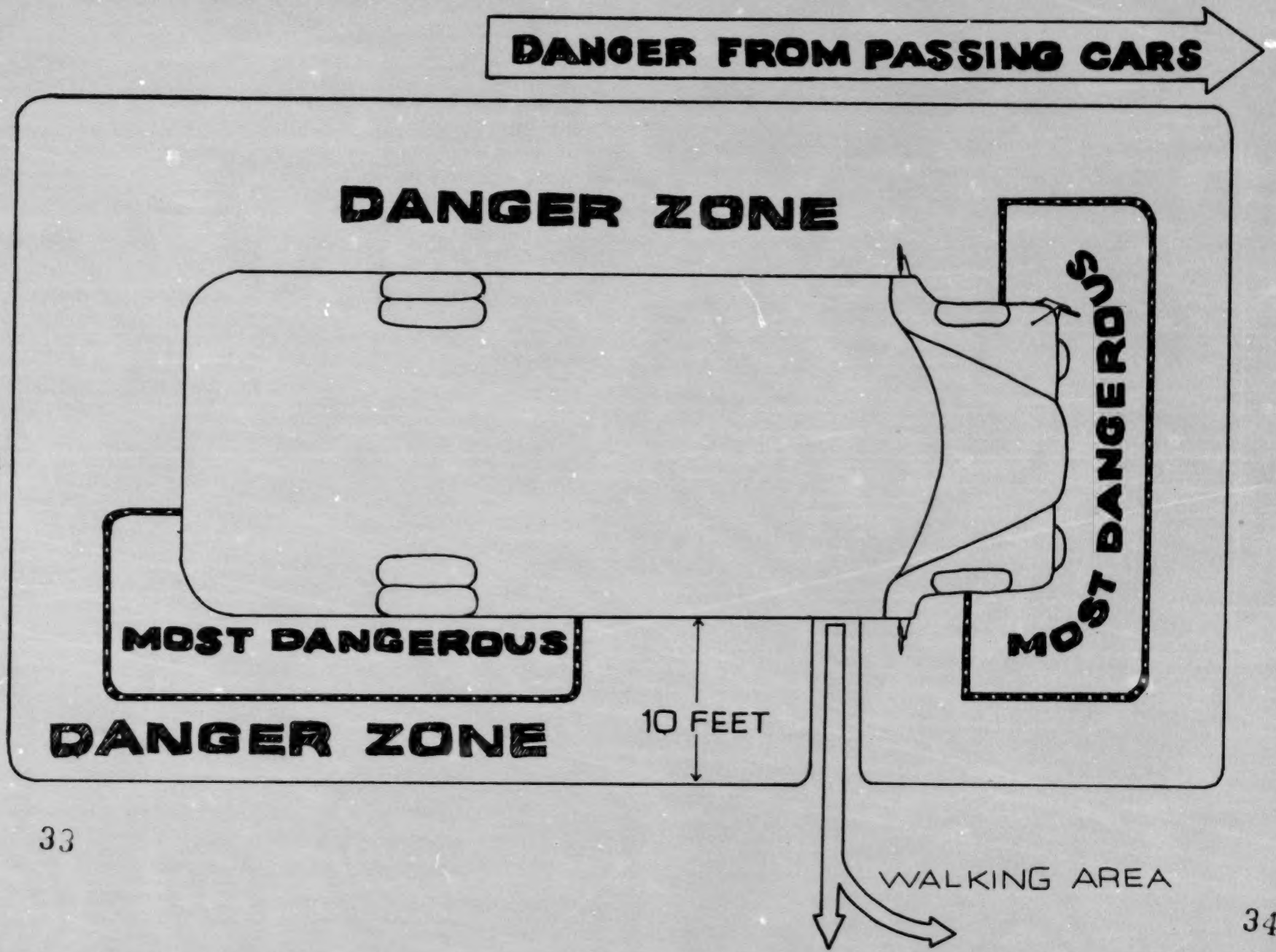
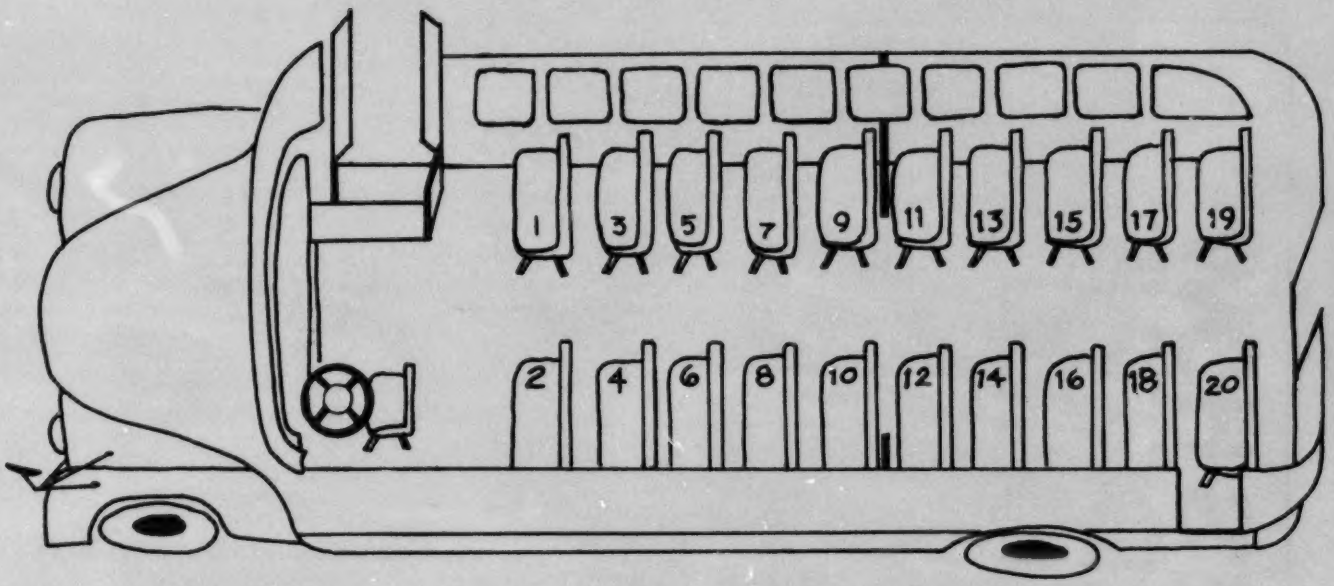
SCHOOL BUS


DANGER FROM PASSING CARS
DANGER ZONE
MOST DANGEROUS
MOST DANGEROUS
DANGER ZONE
10 FEET
WALKING AREA

33

34




## EVACUATION SEQUENCES

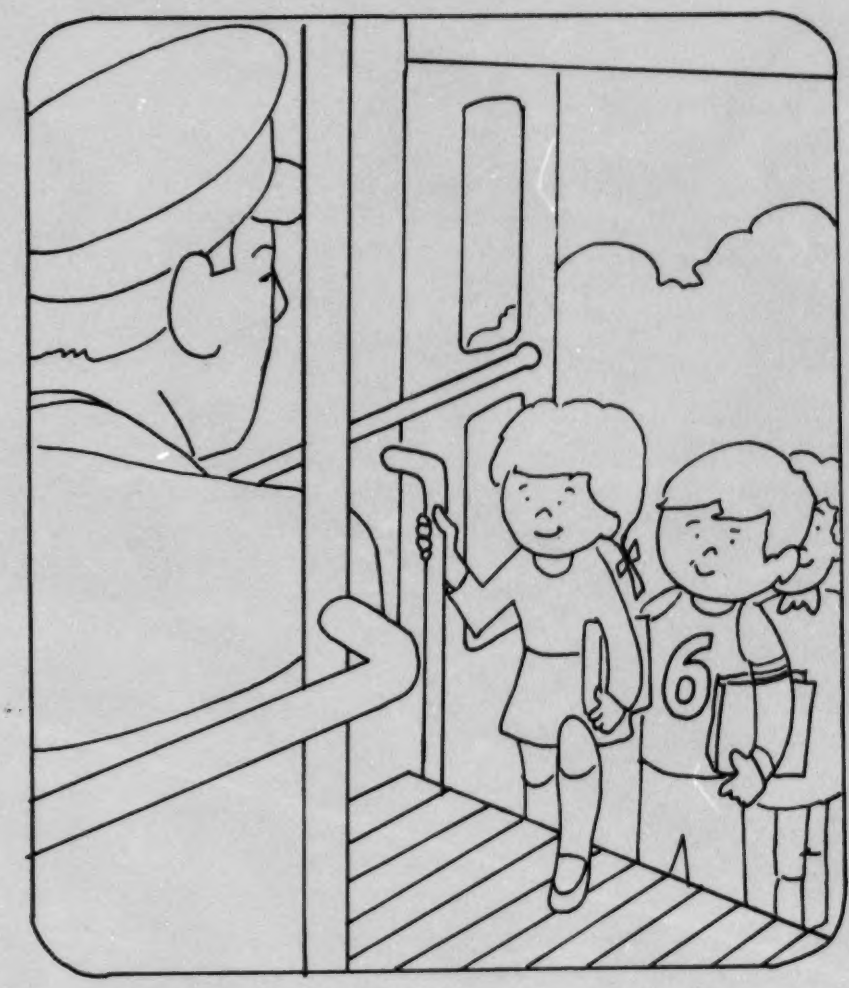
1. In Line Circular
   Front Door ..... 1, 3, 5, 7, 9, 10, 8, 6, 4, 2
   Rear Door ..... 20, 18, 16, 14, 12, 11, 13, 15, 17, 19

2. Opposing Seat Movement
   Front Door ..... 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   Rear Door ..... 20, 19, 18, 17, 16, 15, 14, 13, 12, 11

3. Single Door Opposing Seat Movement
   Front Door ..... 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
   Rear Door ..... 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
   Side Door ..... 20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

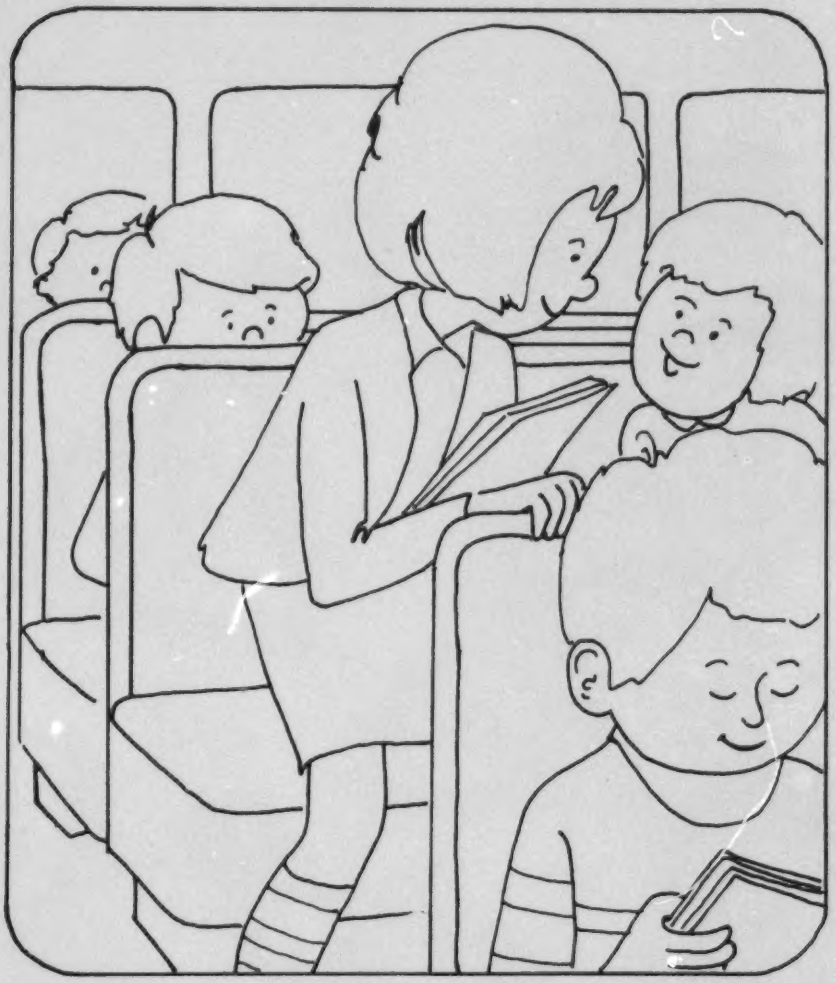
4. Triple Door Opposing Seat Movement
   Front Door ..... 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   Rear Door ..... 19, 17, 15, 13, 11
   Side Door ..... 20, 18, 16, 14, 12

WE GET TO THE SCHOOL BUS STOP ON TIME. WE WAIT ON THE SIDEWALK OR SHOULDER, AT LEAST SIX FEET AWAY FROM THE ROADWAY.

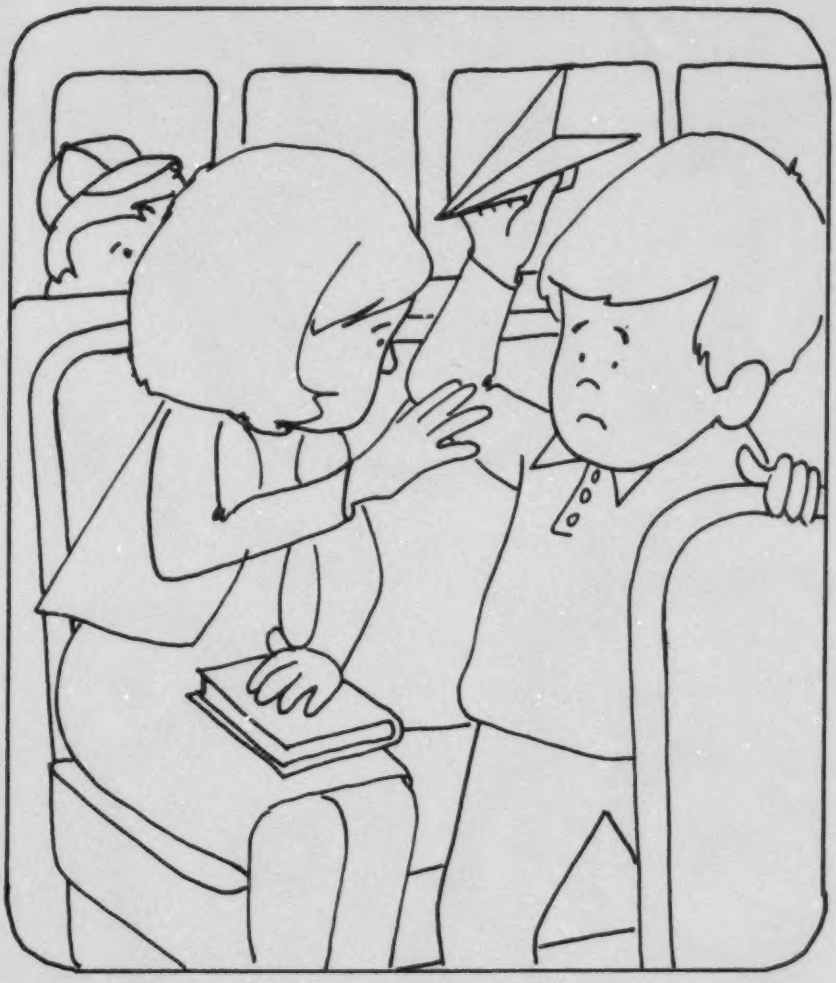



WE GET ON THE BUS IN SINGLE FILE WITHOUT CROWDING AND PUSHING. WE ALWAYS HOLD ON TO THE HANDRAIL.

WE ALWAYS ASK THE BUS DRIVER'S PERMISSION BEFORE WE OPEN A WINDOW.
WE NEVER PUT OUR HEADS OR ARMS OUT OF THE WINDOW.

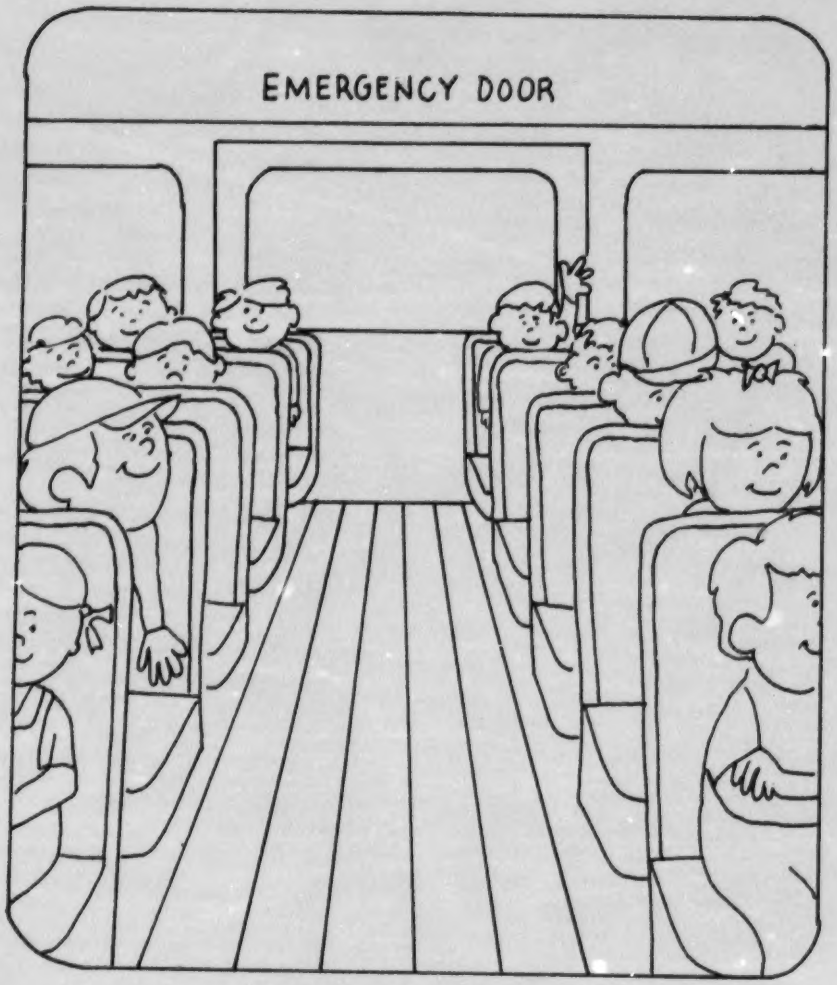


WE SIT DOWN RIGHT AWAY AND REMAIN SEATED WHILE THE BUS IS MOVING.

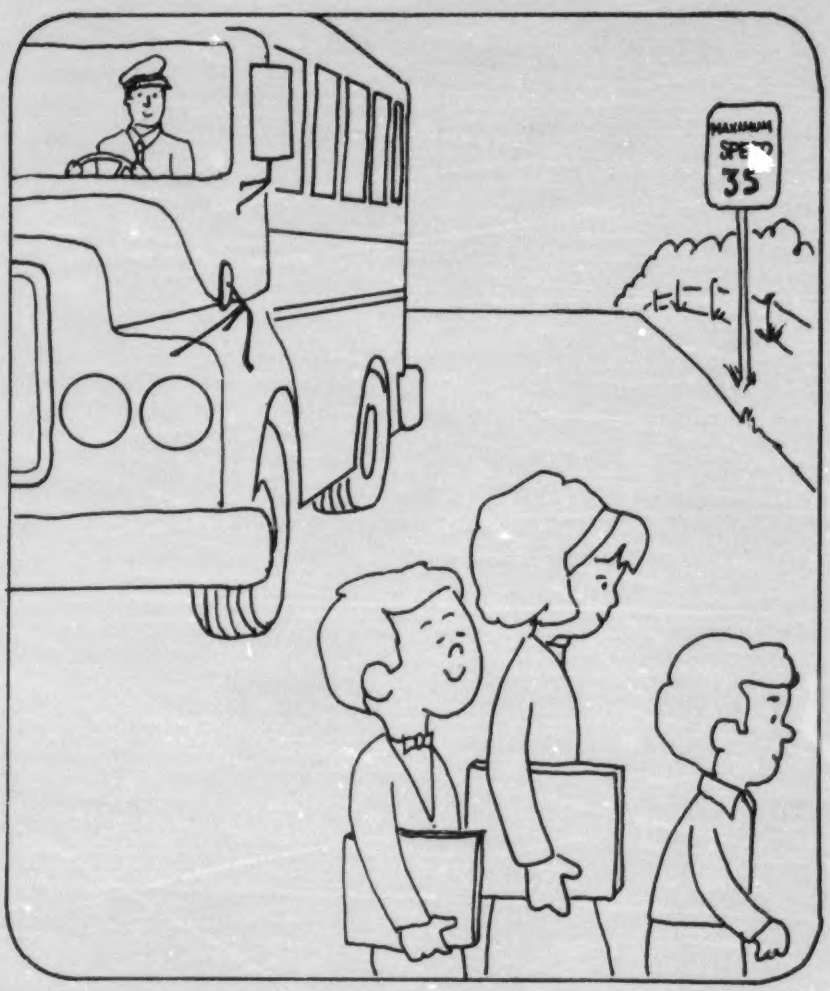


WE NEVER THROW THINGS IN THE BUS OR OUT OF THE BUS WINDOW.

40




WE KEEP THE AISLE CLEAR OF FEET, BOOKS, LUNCH BOXES AND MUSICAL INSTRUMENTS.




WE ARE VERY CAREFUL WHEN WE LEAVE THE BUS. WE WALK TEN FEET IN FRONT OF THE BUS AND LOOK BOTH WAYS BEFORE WE CROSS THE ROAD. IF THERE ARE CROSSING GUARDS, WE OBEY THEM.

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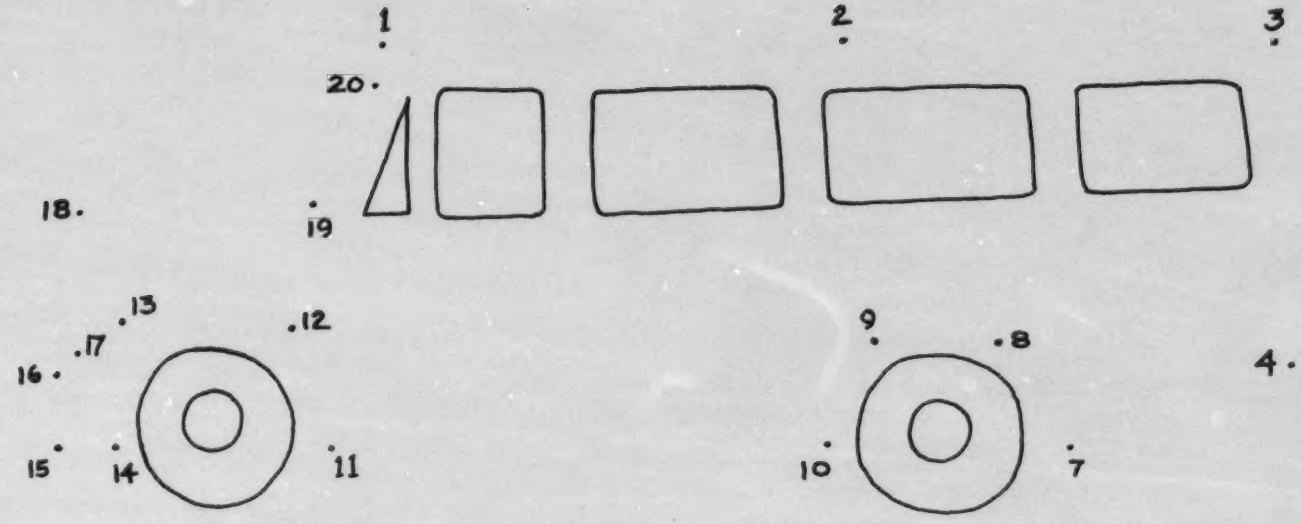
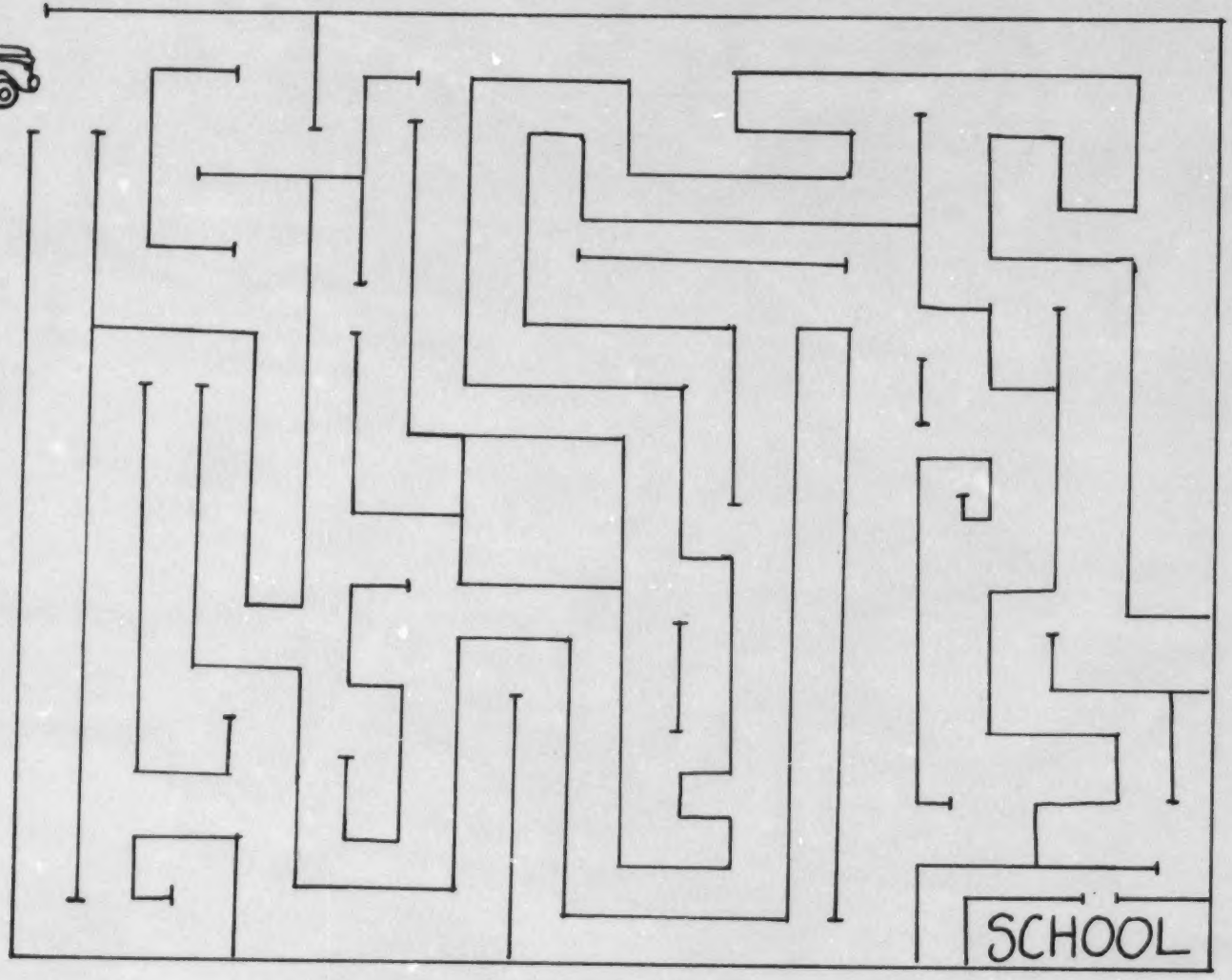
## CONNECT THE DOTS




Can you write the word bus?

bus

FIND THE SHORTEST WAY TO SCHOOL!



## BUS SAFETY

Can you find the missing words?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| B | U | S | R | E | M | I | T | U |
| M | L | A | S | L | C | O | N | Q |
| R | H | F | N | T | K | L | A | W |
| E | C | E | W | F | O | G | L | S |
| V | T | T | O | A | N | P | E | R |
| I | A | Y | D | S | T | U | R | E |
| R | W | I | T | R | I | P | T | N |
| D | N | V | I | Q | M | E | H | N |
| G | A | I | S | L | E | T | Z | A |
| P | U | E | N | I | L | S | E | M |

Bus
Manners
Stop
Step Up
Driver

On Time
Sit Down
Walk
Line Up
Trip

Watch
Safety
Unloading
Aisle
Time

## HIDDEN WORD PUZZLE

Directions: Find these words hidden in the clue that follows each sentence.

| | |
|---|---|
| Arms | Intersections |
| Bus | Manners |
| Bus Stop | Seated |
| Courteous | Single File |
| Emergency | Walking |

| | | |
|---|---|---|
| 1. | I ride the ____ to school. | A S M P A B U S A W I N G Y O U I T |
| 2. | I board the bus at the _____. | S O M E B U S S T O P Y O U S E E S |
| 3. | I get on the bus _____. | O M C E S I N G L E F I L E M A N Y |
| 4. | I go to the bus stop by _____. | S I G N W A L K I N G C A R S T O P |
| 5. | I use good _____ at the bus stop. | C L M P U M A N N E R S S I G N A L |
| 6. | I cross the street at _____. | S T O P I N T E R S E C T I O N S Y |
| 7. | I stay _____ when the bus is moving. | S T A N D I N G U P S E A T E D A Z |
| 8. | I do not put my ____ out the window. | C L O T H E S A R M S B O D Y X M E |
| 9. | I am always _____ to my bus driver. | N I C E K I N D C O U R T E O U S Z |
| 10. | I wait for directions in an _____. | S I T U A T I O N E M E R G E N C Y |

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## DECODE THE SECRET MESSAGE

Directions: Cross out the letters of the words that answer these questions, then put the letters that you did not cross out in the blanks below each word. Use those words to read the secret message.

1. Where should you sit when riding the bus? t s a e l a t k

   _ _ _ _

2. What kind of line should you stand in while waiting for the bus? s i g n u i q e l e f t i l l e y

   _ _ _ _ _ _ _

3. What should you hold onto when you get on the bus? w h a h n d - r e a i n l

   _ _ _ _

4. What should you not open unless the bus driver says it's ok? y w o u i n d r o e w

   _ _ _ _ _

5. You should keep your feet out of the ___. r a i i d i s l n g e

   _ _ _ _ _ _

6. As you get on the bus, step on each ____. s t t h e p e

   _ _ _

7. If you must cross the road, cross _____ of the bus. i n f r b u o n s t

   _ _ _

These are the words that you'll cross out:

| | | | |
|---|---|---|---|
| Single file | in front | seat | handrail |
| Step | aisle | window | |

Write out the secret message:

_____

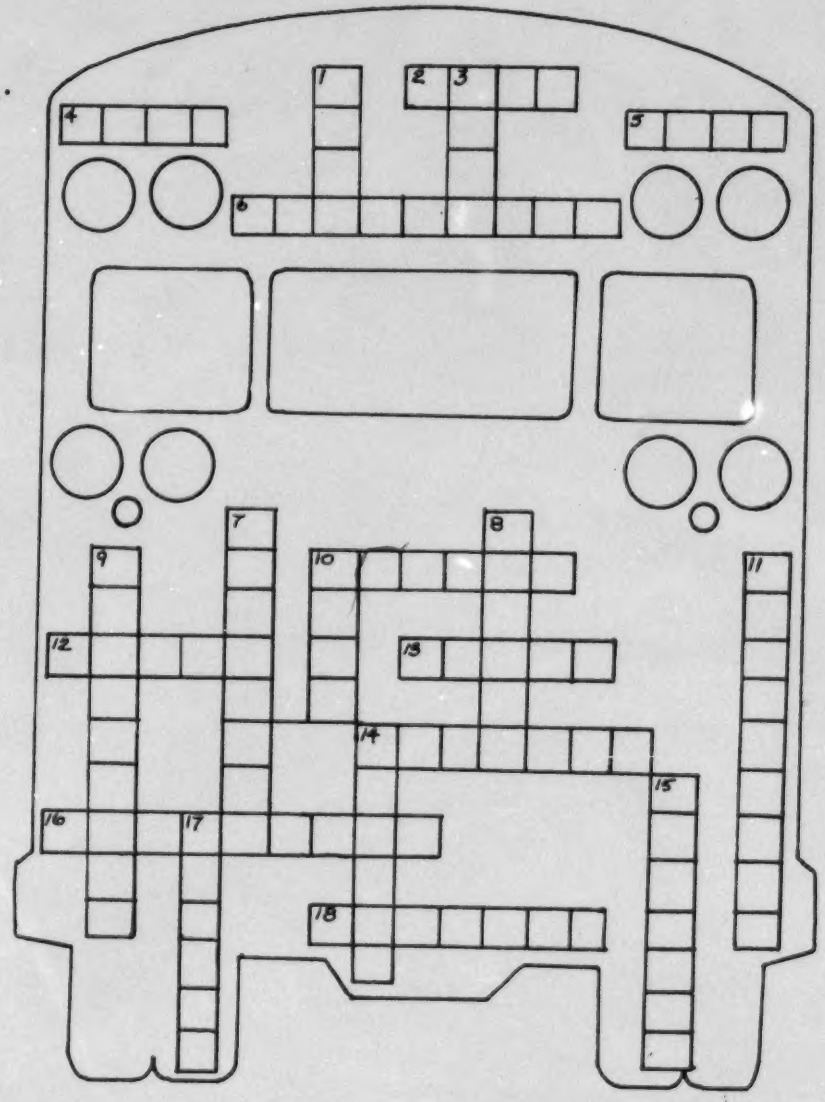
## NEVER WALK BEHIND THE BUS

**Across**

2. _____ and look in all directions before crossing the road when meeting the bus.
4. You should always ____ to the bus.
5. ____ all directions for traffic when leaving the bus.
6. The back door of the bus should be used only in an _____.
10. The bus _____ needs your help to prevent accidents.
12. It is a privilege to have a _____ ride the bus.
13. Everyone should be _____ when near a railroad crossing.
14. Every _____ should use their manners when a passenger on the bus.
16. An accident may happen on the bus if there is _____.
18. The bus runs the same or _____ route each day.

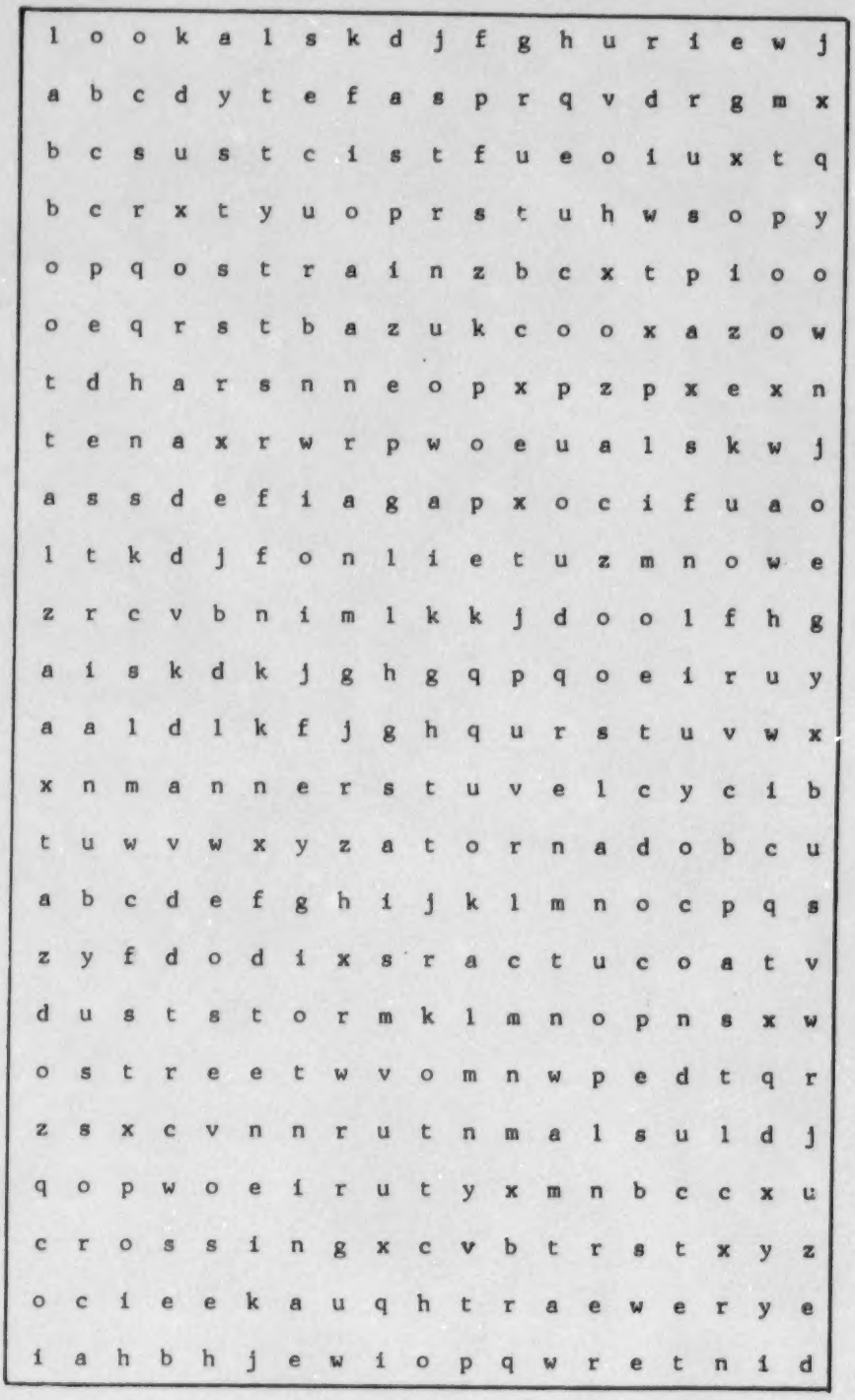
**Down**

1. You should not be early or late but on ____ at the bus stop.
3. Line up and ____ your turn to enter the bus.
7. When crossing the street in front of the bus, you should walk fifteen steps in _____ so the driver can see you.
8. The driver cannot see you when you walk _____ the bus.
9. Be _____ to the bus driver and to your friends riding the bus.
10. The bus driver is the only person who should open or close the back _____.
11. Use the _____ when boarding the bus to prevent a fall.
14. Everyone should remain _____ until the bus has completely stopped.
15. You should help _____ younger students.
17. The bus driver will _____ to you when it is safe to cross the street.



## TRAFFIC AND WEATHER

Find and circle the words that describe traffic and weather conditions.



| | | | | | |
|---|---|---|---|---|---|
| Rain | Dust storm | Crossing | Across | Pedestrian | Safety |
| Fire | Earthquake | Turn | Cars | Vision | Look |
| Flood | Bicycle | Walking | Conduct | Crosswalk | Stop |
| Tornado | Coat | Bus | Curb | Street | Weather |
| Manners | | | | | |

## HIDDEN WORDS

Can you find these words hidden in the puzzle?

| | | | | | |
|---|---|---|---|---|---|
| Bus Manners | Littering | Windows | Pedestrian | Concentrate | Listen |
| Single File | Manners | Weather | Passenger | Emergency | Quietly |
| Dangerous | Safety | Aisle | Traffic | Driver | Car |
| Bicycle | Student | | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b | a | w | i | n | d | o | w | s | b | d | f | h | g | o | p |
| l | u | d | p | r | i | s | t | u | c | e | g | i | k | q | r |
| m | v | s | q | e | l | i | f | e | l | g | n | i | s | s | t |
| x | w | e | m | e | r | g | e | n | c | y | z | b | c | u | v |
| y | e | g | i | a | k | l | n | p | a | t | a | q | d | w | n |
| s | t | u | d | e | n | t | o | p | r | u | x | u | y | y | a |
| a | z | b | d | w | g | n | i | r | e | t | t | i | l | a | i |
| f | a | c | i | f | g | h | e | i | j | k | l | e | m | c | r |
| e | c | o | n | c | e | n | t | r | a | t | e | t | n | e | t |
| t | o | p | r | t | y | x | z | b | s | r | d | l | f | g | s |
| y | p | m | a | u | w | c | a | c | g | a | e | y | n | i | e |
| i | k | a | m | s | o | p | l | r | h | f | t | v | a | k | d |
| j | l | n | e | t | s | i | l | e | a | f | u | w | n | m | e |
| z | a | n | c | e | e | e | h | j | y | i | k | m | d | o | p |
| o | b | e | d | f | q | l | n | k | r | c | s | n | r | q | t |
| p | u | r | w | y | r | a | i | g | t | e | f | l | a | s | r |
| j | v | s | x | z | l | b | m | s | e | e | h | i | e | u | a |
| k | r | e | v | i | r | d | o | p | a | r | r | t | l | x | f |
| d | a | n | g | e | r | o | u | s | v | w | s | u | a | z | f |
| a | n | p | u | k | l | a | b | e | d | b | x | q | r | e | i |
| j | p | u | n | n | o | p | q | r | s | t | u | v | w | x | w |

Use this code to solve the following puzzle:

| A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|
| . | .. | ... | .... | ..... | ̲. | ̲.̲. | ̲.̲.̲. | ̲.̲.̲.̲. | ̲.̲.̲.̲.̲. |

| K | L | M | N | O | P | Q | R | S | T |
|---|---|---|---|---|---|---|---|---|---|
| : | :: | ::: | :::: | ::::: | (. | (.. | (... | (.... | (..... |

| U | V | W | X | Y | Z |
|---|---|---|---|---|---|
| (.) | (..) | (...) | (....) | (.....) | ( ) |

Secret Message 1 -- Write your answer on the lines below each coded word.

.. ..... ::::: :::: (..... ̲.̲.̲.̲. ::: ..... . (.....

_____ _____ _____ _____

(..... ̲.̲.̲. ..... .. (.) (.... (.... (..... ::::: (.

_____ _____ _____ _____

Secret Message 2

(...) . ̲.̲.̲.̲ (..... (.....) ::::: (.) (... (..... (.) (... ::::

_____ _____ _____ _____

Secret Message 3

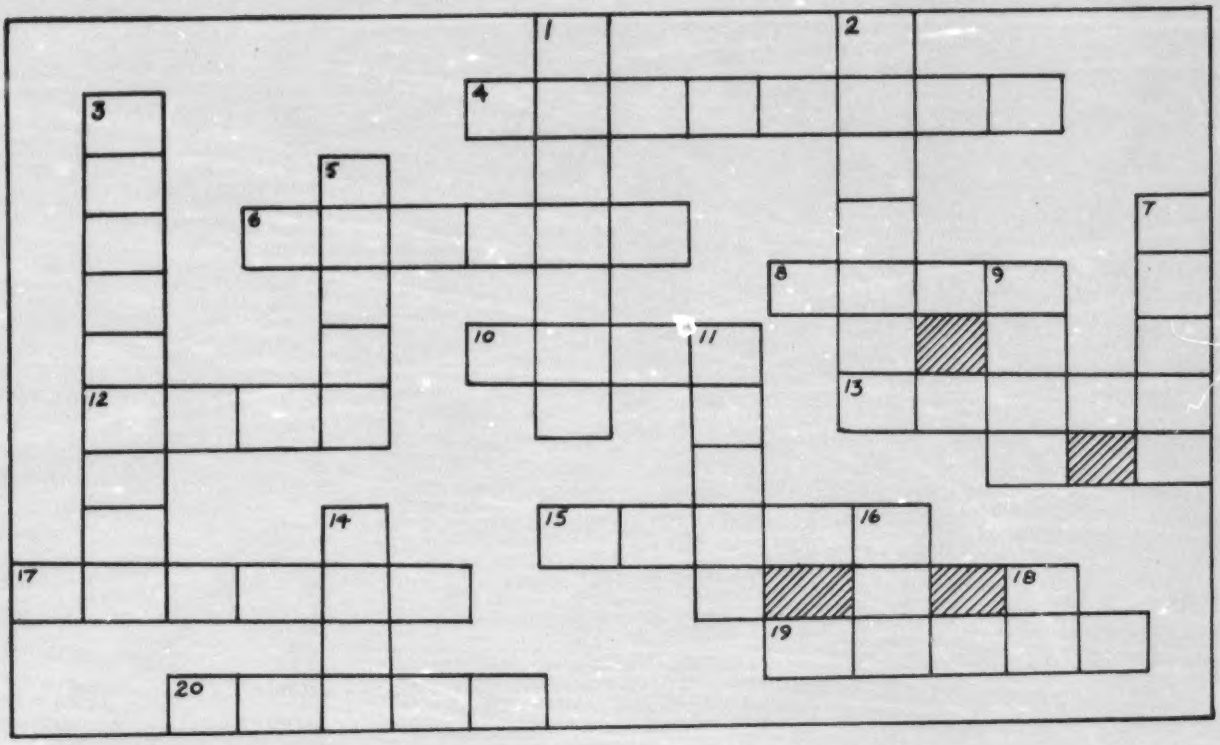
... (... ::::: (.... (.... ̲.̲.̲.̲ :::: (..... ̲.̲.̲. .....

_____ _____ _____ _____

... (... ::::: (.... (.... (...) . :: : (....

_____

# SAFETY FIRST



## Down

1. The bus driver is the _____ of the bus.
2. Use good _____ on the bus.
3. The school bus is an _____ machine.
5. Be on time, but not too _____ for your bus.
7. Be absolutely _____ at railroad crossings.
9. Be prepared for a sudden ____.
11. Be careful as you _____ the bus.
14. Be on ____ to meet the bus.
16. Do ___ throw objects out the window.
18. Look ___ to the bus driver.

## Across

4. Hold on to the _____ when boarding the bus.
6. Remember your _____ rules.
8. Don't stick arms and ____ out the window.
10. Stand in ____ to board the bus.
12. _____ in your seat until the bus stops.
13. Don't _____ the people in front of you.
15. Help keep the bus neat and _____.
17. _____ in your seat until the bus stops.
19. Look for the _____ when boarding the bus.
20. Be _____ when boarding the bus.

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## A MESSAGE FOR PEDESTRIANS

Use this code to solve the secret message.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

1. 4 9 7 14 20 15 18 3 10 15 9 15 3 10 1 18 2 8 10 7 4 11 10
-1 +9 +8 +5 -1 +5 -10 +2 +9 +5 +9 -5 +2 +10 +0 +2 +1 +7 +8 +7 +1 +7 +9

3 18 15 _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

C R O _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

2. 6 8 10 6 1 20 7 2 5 12 10 6 15 5 9 20 20
+6 +7 +5 +5 +0 -8 +5 +2 +4 +6 -5 -3 +5 +4 +6 -6 -1.

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

3. 20 1 20 20 17 6 13 6 14 20 6 10 7 3 10
+3 +0 -8 -9 +6 +3 +7 +2 -8 -2 +3 -5 +7 +1 +9.

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

4. 12 11 11 16 16 20 8 13 15 20 12 16 8 14 8 7 20 11 10 10 7 13
+11 -6 -10 +2 +7 -12 +1 +7 -10 +3 -4 -11 +6 +9 -7 +5 -9 -2 +4 -3 -6 +7

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

8 6 4 4 11
+6 +3 +3 +4 +9

_ _ _ _ _

_ _ _ _ _

5. 9 11 11 9 11 4 9 6 9 8 14 11 11 2 3 10 9 20 11 10 10 11 9 9 9 9
+5 -6 +11 -4 +7 -3 -6 -3 -4 +8 +6 +7 -2 +2 +2 +9 -3 -2 +4 +3 +9 +9 +9 -8 +5 -2

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

9 9 10
-4 +9 +9.

_ _ _

_ _ _



56

## YOUR RESPONSIBILITY AS A BUS RIDER

Directions: Solve each problem. Find that answer in the code. Use the letters to fill each blank to find the coded message.

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

19 20 21 22 23 24 25 26

1. .3 + .8 = _____
2. $10^2 \times 10^3$ = _____
3. 2.3 cm - 1.7cm = _____
4. Round 2,147 to the hundreds place _____
5. 144 ⋮ 12 = _____
6. 1639 + 111 + 9 = _____
7. 1500 + 600 = _____
8. 2cm = _____mm
9. 8.7 - 7.6 = _____
10. Change to a decimal: 11/10 = _____
11. The greatest common factor of 6 and 8 is _____
12. 3200 - 1100 = _____
13. 0.3cm x 2 = _____
14. 5 x 5 x 5 = _____
15. ½ x 60 = _____
16. 1800 ÷ 900 = _____
17. 7.7 ÷ 7 = _____
18. 3 x 4 = _____
19. 10 x 10 x 10 x 10 x 10 = _____
20. 2/4 ÷ 2/6 = _____
21. 300,000 - 200,000 = _____
22. 1.1 x 1 = _____
23. 2 x 1 = _____
24. $2100 = 2.1 \times 10^3$ = _____
25. 0.2cm +0.2cm + 0.2cm = _____
26. 6 ÷ ½ = _____

CODE

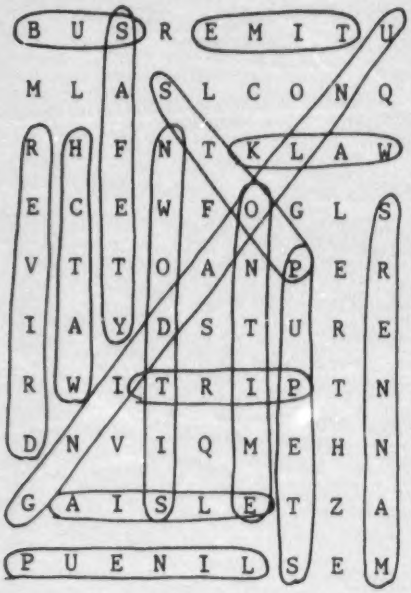
A - 90
B - 1/5
C - 20
D - 639
E - 2100
F - 1½
G - 30
H - 2
I - 125
J - 0
K - 45
L - 3/4
M - 17
N - 107
O - 100,000
P - 1759
Q - (-1)
R - 0.6cm
S - 12
T - 1.1
U - 47
V - 13
W - 50
X - 21
Y - 1672
Z - 29

57

Answer to puzzle on page 37

BUS SAFETY

Can you find the missing words?




Bus
Manners
Stop
StepUp
Driver

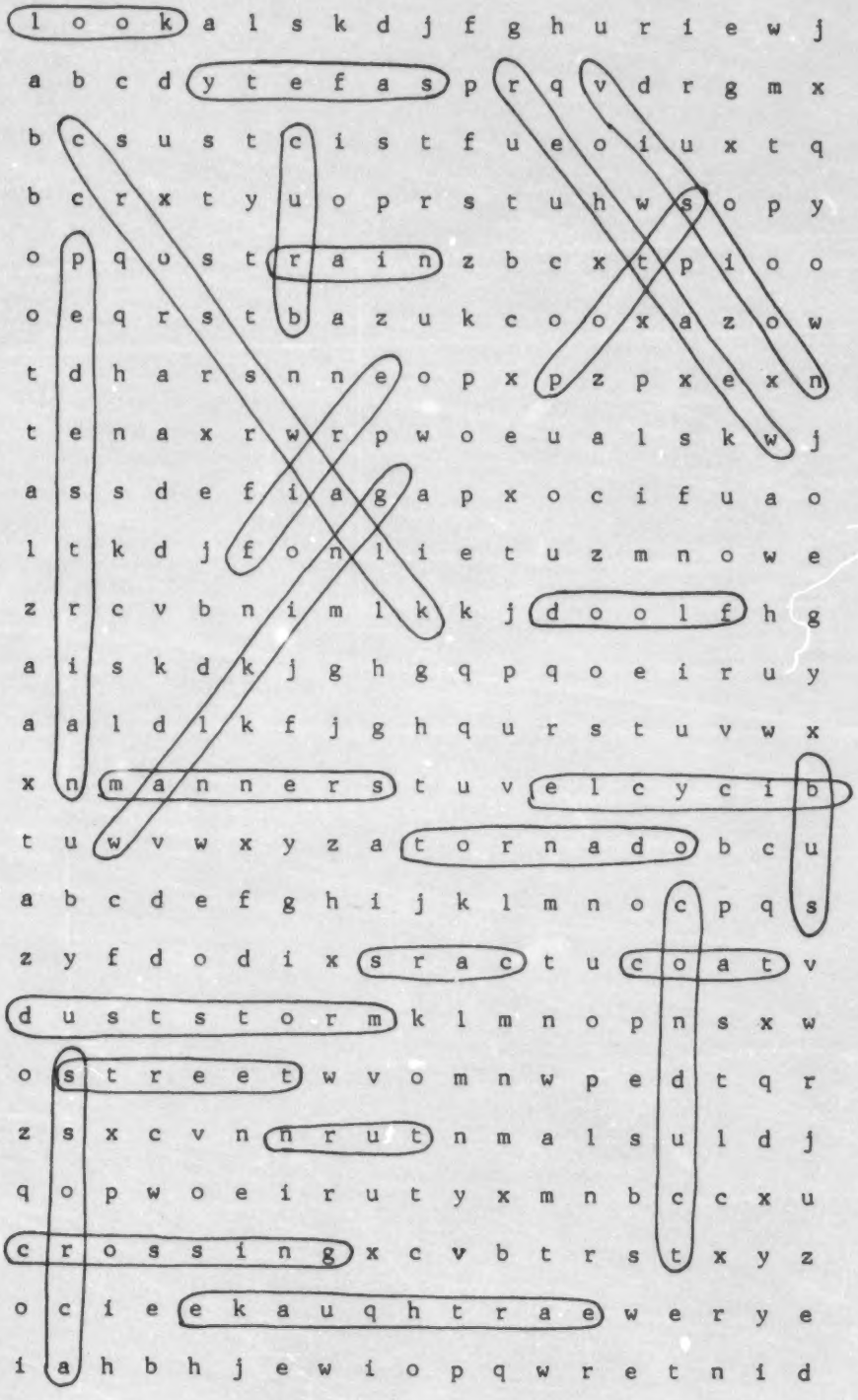
On Time
Sit Down
Walk
Line Up
Trip

Watch
Safety
Unloading
Aisle
Time

Answer to puzzle on page 41

TRAFFIC AND WEATHER

Find and circle the words that describe traffic and weather conditions.



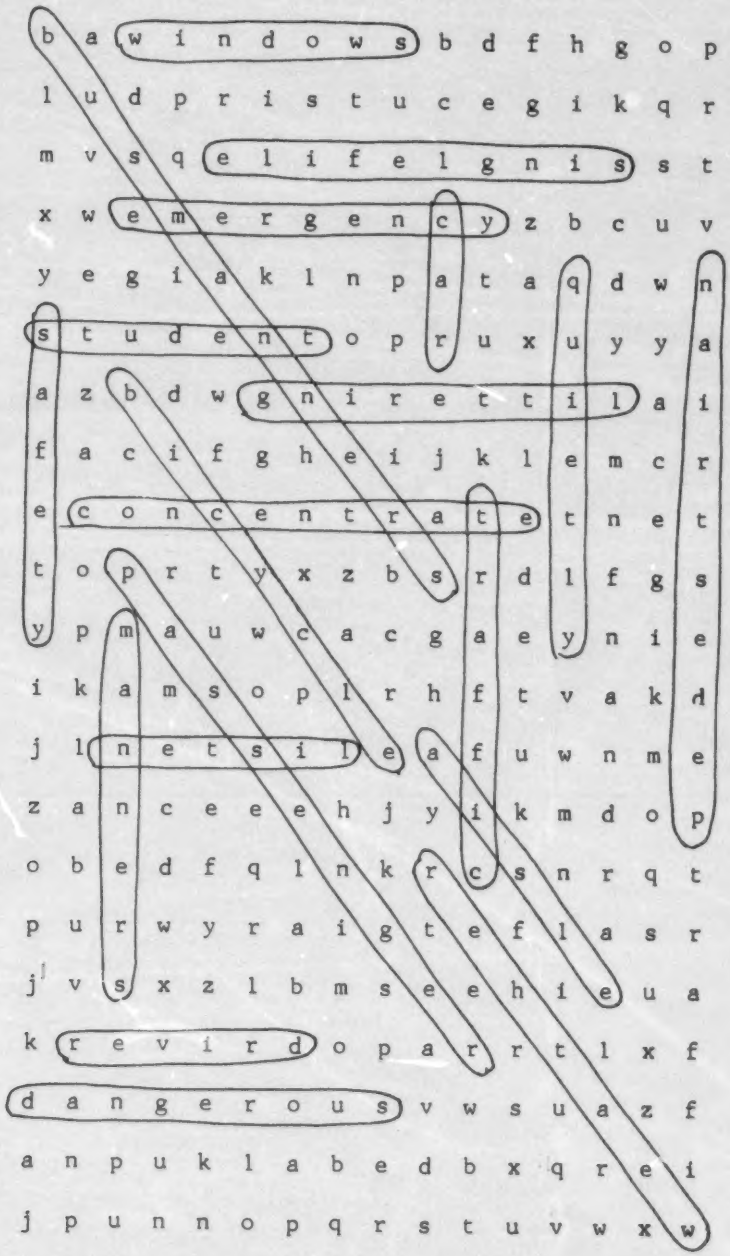

| | | | | | |
|---|---|---|---|---|---|
| Rain | Dust storm | Crossing | Across | Pedestrian | Safety |
| Fire | Earthquake | Turn | Cars | Vision | Look |
| Flood | Bicycle | Walking | Conduct | Crosswalk | Stop |
| Tornado | Coat | Bus | Curb | Street | Weather |
| Manners | | | | | |

Answer to puzzle on page 42

## HIDDEN WORDS

Can you find these words hidden in the puzzle?

| | | | | | |
|---|---|---|---|---|---|
| Bus Manners | Littering | Windows | Pedestrian | Concentrate | Listen |
| Single File | Manners | Weather | Passenger | Emergency | Quietly |
| Dangerous | Safety | Aisle | Traffic | Driver | Car |
| Bicycle | Student | | | | |


b a w i n d o w s b d f h g o p
l u d p r i s t u c e g i k q r
m v s q e l i f e l g n i s s t
x w e m e r g e n c y z b c u v
y e g i a k l n p a t a q d w n
s t u d e n t o p r u x u y y a
a z b d w g n i r e t t i l a i
f a c i f g h e i j k l e m c r
e c o n c e n t r a t e t n e t
t o p r t y x z b s r d l f g s
y p m a u w c a c g a e y n i e
i k a m s o p l r h f t v a k d
j l n e t s i l e a f u w n m e
z a n c e e e h j y i k m d o p
o b e d f q l n k r c s n r q t
p u r w y r a i g t e f l a s r
j v s x z l b m s e e h i e u a
k r e v i r d o p a r r t l x f
d a n g e r o u s v w s u a z f
a n p u k l a b e d b x q r e i
j p u n n o p q r s t u v w x w

## KEY TO REFERENCE MATERIAL

Page 38

1. Bus
2. Bus stop
3. Single file
4. Walking
5. Manners
6. Intersections
7. Seated
8. Arms
9. Courteous
10. Emergency

Page 39

"Talk quietly when you're riding the bus."

Page 40

| ACROSS | | DOWN | |
|---|---|---|---|
| 2. | Stop | 1. | Time |
| 4. | Walk | 3. | Take |
| 5. | Look | 7. | Distance |
| 6. | Emergency | 8. | Behind |
| 10. | Driver | 9. | Courteous |
| 12. | Guest | 10. | Door |
| 13. | Quiet | 11. | Handrails |
| 14. | Student | 14. | Seated |
| 16. | Horseplay | 15. | Protect |
| 18. | Regular | 17. | Signal |

Page 43

1. "Be on time at the bus stop."
2. "Wait your turn."
3. "Cross in the crosswalks."

Page 44

| DOWN | | ACROSS | |
|---|---|---|---|
| 1. | Captain | 4. | Handrail |
| 2. | Manners | 6. | Safety |
| 3. | Expensive | 8. | Legs |
| 5. | Early | 10. | Line |
| 7. | Quiet | 12. | Stay |
| 9. | Stop | 13. | Shove |
| 11. | Enter | 15. | Clean |
| 14. | Time | 17. | Remain |
| 16. | Not | 19. | Steps |
| 18. | Up | 20. | Alert |

Page 45

1. "Cross the street at corners."
2. "Look all directions."
3. "Walk with friends."
4. "Wear white when walking at night."
5. "Never accept rides from strangers."

Page 46

| | | | | | |
|---|---|---|---|---|---|
| 1. | 1.1 | 10. | 1.1 | 19. | 100,000 |
| 2. | 100,000 | 11. | 2 | 20. | 1 1/2 |
| 3. | 0.6CM | 12. | 2100 | 21. | 100,000 |
| 4. | 2100 | 13. | 0.6CM | 22. | 1.1 |
| 5. | 12 | 14. | 125 | 23. | 2 |
| 6. | 1759 | 15. | 30 | 24. | 2100 |
| 7. | 2100 | 16. | 2 | 25. | 0.6CM |
| 8. | 20 | 17. | 1.1 | 26. | 12 |
| 9. | 1.1 | 18. | 12 | | |

## SUGGESTED PROCEDURES FOR FIRST DRILL

## MUST BE HELD DURING THE FIRST FIVE SCHOOL DAYS OF THE FALL TERM

### INTRODUCTION:

Transportation is provided for the safety and convenience of pupils. Students are required to obey established rules in order to continue the riding privilege. Three lessons will be presented during the year to promote good practices and understanding. Safe riding, weather conditions and emergency procedures will be emphasized.

### CONTENT:

I. Safe Riding

A. Arriving and Waiting at the bus stop:

1. Walk, don't run.
2. Be orderly.
3. Stay back at least six feet from the curb.
4. Do not stand in roadway - including intersections.

B. Boarding procedure:

1. Wait six feet from the bus until the bus door opens.
2. Enter with care - use handrail.
3. Move to the rear of the bus or to an assigned seat.
4. Sit two or three to a seat.

C. Riding on the bus:

1. Do not smoke.
2. Stay in the seat while the bus is moving.
3. Keep the bus clean and the aisles clear.
4. Keep head, hands, arms inside the bus.
5. No eating or drinking on the bus.
6. No pets, guests, large objects, glass, sharp objects, etc. are allowed on the bus.
7. Be courteous; speak quietly.
8. Do not throw objects either in the bus or out of windows or doors.
9. Others (check school district rules)

D. Exiting the bus at school:

1. Stand only when the bus has stopped.
2. Exit in an orderly manner - stand only when the seats in front are empty.
3. Walk directly from the unloading area.

E. Returning home from school:

1. Remain seated until the bus stops.
2. Walk down the aisle - use the handrail.
3. Use caution when it is raining or when walking on leaves.
4. If crossing the street, cross in front of the bus immediately after exiting.
   a. Walk ten feet from the front bumper - make eye contact with the driver.
   b. Await a signal from the driver.
   c. Look both ways.
   d. Continue looking while crossing.
   e. Never go back.
5. If not crossing, stay out of the danger zone (if you can touch the bus, you are too close).

II. Emergency Procedure

A. Operation of school bus exits to be used in an emergency.

1. Emergency doors
2. Windows as a means of escape
   a. push-out
   b. pop-out (windows mounted in rubber)
3. Roof hatches

B. Location and use of:

1. Ignition switch
2. Parking brake
3. Fire extinguishers
4. First aid equipment
5. Reflective devices
6. Radio

C. Exiting procedures:

1. Do not take books, lunch boxes, etc.
2. Take emergency equipment.
3. Wear coats, jackets, etc.
4. Use the front door.

## SUGGESTED PROCEDURES FOR SECOND DRILL

## MUST BE HELD BETWEEN NOVEMBER 1st AND JANUARY 1st

INTRODUCTION:

The emphasis on this bus safety drill is concerned with inclement weather and emergency situations.

CONTENT:

I. Specific hazards during inclement weather:

- A. Buses sliding at the pick-up point
- B. Slippery or icy stepwells
- C. Increased danger from other vehicles
- D. Lack of visibility

II. Emergency procedure

- A. When an emergency occurs:
  1. REMAIN SEATED.
  2. Wait for directions from the driver.
  3. Stay on bus except for
     - a. fire or smoke
     - b. danger of collision
     - c. submersion
     - d. danger of tip-over or fall-off
- B. Exit routes from bus
  1. front door
  2. rear door
  3. push-out windows
  4. pop-out windshield and other rubber sealed windows
  5. roof hatches, and side doors
- C. Emergency equipment
  1. fire extinguisher
  2. first aid kit
  3. reflective devices

D. Rear door exiting procedure

1. Leave books, lunch boxes, etc. on bus.
2. Take emergency equipment.
3. Tuck in loose clothing.
4. Wear coats, jackets, gloves and other outer wear.
5. Bend knees before jumping from the bus.
6. Use the assistants who may be stationed at the door to help you in exiting.

III. What to do following the evacuation:

A. Gather at a safe location, selected by the driver, at least 100 feet from the bus and check to see that all passengers are accounted for.

B. Follow your driver's directions.

1. Assist in getting help.
2. Cooperate in keeping order.

IV. Incapacitated Driver:

A. Procedures to be familiar with:

1. How to turn off engine
2. How to apply the emergency brake
3. How to operate the 4-way flashers
4. How to operate radio
5. How to locate the first aid kit, fire extinguisher and reflectors (remove these items when evacuating the bus.)

B. Remain on the bus, if possible.

1. Evacuate if there is:

a. fire or smoke
b. danger of collision
c. submersion
d. danger of tip-over or fall-off

2. If evacuation is necessary, follow the same procedures as outlined in II and III.

## SUGGESTED PROCEDURES FOR THIRD DRILL

## MUST BE HELD BETWEEN MARCH 1st AND APRIL 30th

### INTRODUCTION:

The safe and orderly conduct by pupils in boarding, exiting and riding the bus is essential to reduce risks. In the event of an emergency, cooperation and correct actions are essential for efficient and safe exiting. Leaving the bus by both the front and rear doors will be considered in this drill.

### CONTENT:

I. Importance of good conduct:

A. In order for the driver to hear emergency vehicles and other traffic signals, the sounds inside the bus must be at a low level.

B. Passengers must remain seated to prevent injuries from falls and, in some vehicles, to give the driver a clear view to the rear.

C. A clean bus adds to safety; debris can cause slipping and stumbling.

D. Rules and regulations should be understood and must be consistently enforced. Review standard and local bus safety rules.

II. Emergency evacuation using front and rear exits:

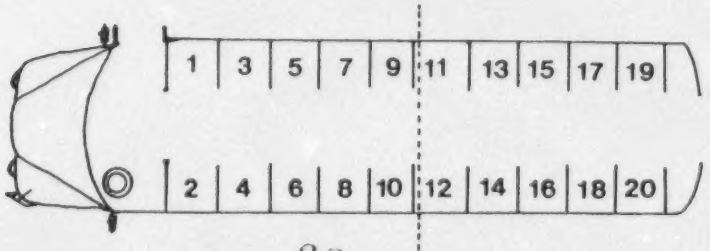
A. Double evacuation is necessary for speed in some emergencies.

1. A piece of tape or painted line on the bus walls or ceiling can help students identify whether they are seated in the front or rear section (see diagrams).

B. Double evacuation procedures:

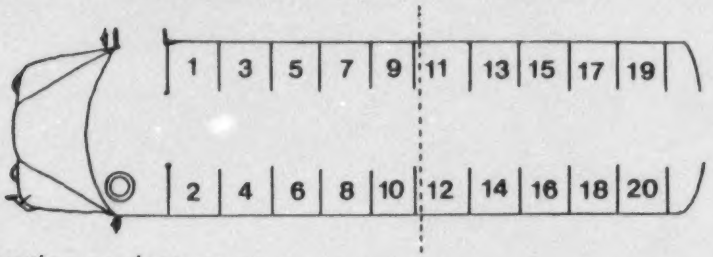
1. Method One: in-line circular movement

a. Front half out front door, rear half out rear door
b. First seat, right side followed by second seat right side, etc., to center mark. Left side seats are emptied from the center to the front.
c. Front door .... 1, 3, 5, 7, 9, 10, 8, 6, 4, 2
d. The students in the last seat on the left side exit first, followed by the students in the next to the last seat and so on.
e. Rear door .... 20, 18, 16, 14, 12, 11, 13, 15, 17, 19



2. Method Two: opposing seat movement

a. Front half out front door, rear half out rear door
b. Frist seat, right side followed by first seat left side and so on to the center mark
c. Front door .... 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
d. The last seat left side followed by the last seat right side and so on forward to the center mark
e. Rear door .... 20, 19, 18, 17, 16, 15, 14, 13, 12, 11




C. Evacuation conduct:

1. An orderly evacuation is essential to:

a. Avoid injuries.
b. Reduce time.
c. Prevent panic.

2. In evacuating the bus:

a. Remain calm.
b. Be quiet.
c. Follow directions.

# PUPIL TRANSPORTATION

# PROGRAM EVALUATION

New York State Education Department
Division of Physical Education, Fitness,
Health, Nutrition and Safety Services

Safety Education Services Unit

The University of the State of New York
The State Education Department
Safety Education Services Unit
Room 987EBA
Albany, New York 12234

Telephone:
(518) 474-6845; 474-5089

## Instructions

- This guide should be completed by the transportation coordinator/supervisor.
- Note that items consist of standards and practices that generally characterize good pupil transportation.
- If you wish to qualify an item, enter an explanatory note in the space after it, or at the end of the section.
- If any important program features are not listed, insert a statement concerning these on the summary sheet.
- At the end of this form there is a summary for indicating outstanding aspects of the total program, and areas in which improvement is needed. An accurate summary will enable department personnel to assist you if needed.

School District _____

School _____

Address _____

_____ Zip Code _____

Signature _____ Title _____

Telephone (  ) _____

## DEFINITION OF TERMS USED

Strong Aspect:

Consistently above average. A practice, condition, or item that is recognized as an outstanding feature of the program.

Needs Improvement:

Below average. Obvious weaknesses should be checked in this column.

Not provided:

This aspect of pupil transportation is not included with the program.

## PUPIL TRANSPORTATION EVALUATION

Pupil Transportation is an important part of the education program and should be evaluated and maintained at an effective level by each school district.

| | STRONG ASPECT | NEEDS IMPROVEMENT | NOT PROVIDED | COMMENTS |
|---|---|---|---|---|
| **I. ORGANIZATION** | | | | |
| A. There is a written statement of policy for school bus rider education. | | | | |
| B. Specific school bus rider program objectives have evolved from the stated philosophy. | | | | |
| C. Written policies of the Board of Education and Administrative personnel have established the responsibility for implementing the program in accordance with state laws and regulations pertaining to pupil transportation. | | | | |
| D. Policies relating to the responsibilities of riders in terms of bus rider rules are recorded. | | | | |
| **II. ADMINISTRATION** | | | | |
| A. Administrative policies relevant to pupil transportation are written and made available to appropriate personnel. | | | | |
| B. A district employee has been assigned the responsibility of transportation supervision. | | | | |
| C. The accident reporting system is in accordance with state recommendations and is utilized. | | | | |
| D. A system for recording unsatisfactory student behavior is in effect. | | | | |
| E. A definite traffic pattern has been established for school bus drivers to use when loading, unloading and parking and leaving the school grounds. | | | | |

| | STRONG ASPECT | NEEDS IMPROVEMENT | NOT PROVIDED | COMMENTS |
|---|---|---|---|---|
| F. The traffic pattern eliminates the need for backing the bus on the school grounds. | | | | |
| G. Information as to the number of pupils riding the school bus is available. | | | | |
| H. Provision has been made for transporting the handicapped student. | | | | |
| **III. BUS DRIVERS** | | | | |
| A. New York State Regulations as well as district administrative policies are provided to each school bus driver. | | | | |
| B. Buses have directory cards available for student use to obtain help that includes the names and phone numbers of the police department, school transportation supervisor and/or contractor. | | | | |
| C. Bus drivers are cognizant of loading, unloading and bus drill procedures. | | | | |
| D. Drivers make daily inspection of school bus safety equipment. | | | | |
| E. School bus drivers are notified about and are aware of students with handicapping conditions. | | | | |
| F. School bus drivers are prepared to take appropriate steps for the safety and special transportation needs of handicapped students. | | | | |
| G. Bus drivers are prepared to effectively cope with on-bus emergencies and/or accidents involving the bus. | | | | |
| H. The bus driver relates to the bus riders and manages their behavior consistently and effectively. | | | | |

| | STRONG ASPECT | NEEDS IMPROVEMENT | NOT PROVIDED | COMMENTS |
|---|---|---|---|---|
| **IV. BUS RIDERS** | | | | |
| A. A handbook on bus safety is provided for all bus riders and parents. | | | | |
| B. There is a bus rider education program in the school. The program includes all students whether they arrive at school by bus or other means. | | | | |
| C. Drivers and riders know the school policy relative to school bus routes and stops during the school day and extracurricular activities. | | | | |
| D. Written policies for loading and unloading passengers are emphasized in the school bus rider program. | | | | |
| E. Behavior at the bus stop is emphasized in the school bus rider program. | | | | |
| F. The correct crossing procedures (10 foot rule) is emphasized in the school bus riding program. | | | | |
| G. Younger school children receive supervised practice in correct crossing procedures. | | | | |
| H. Bus riders are motivated to behave on and around the bus in a safe, responsible way. | | | | |
| I. Bus riders are motivated to proceed safely going to and from, and waiting at their bus stop during hazardous road and weather conditions. | | | | |
| J. Bus riders are able to safely exit the school bus in an emergency situation even if the driver is disabled. | | | | |

| | STRONG ASPECT | NEEDS IMPROVEMENT | NOT PROVIDED | COMMENTS |
|---|---|---|---|---|
| K. Bus riders are thoroughly trained in emergency procedures and in the use of emergency equipment. | | | | |
| L. Handicapped students transported by bus to and from their schools are carefully educated in mandated bus drill procedures and techniques. | | | | |
| M. Non-handicapped students are motivated and educated to relate to and assist the handicapped, especially during an emergency. | | | | |

## SUMMARY

Use as many pages as needed to indicate:

A. Outstanding aspects, practices, and features of the pupil transportation program.

B. The areas of the pupil transportation program in which the most improvement is needed.

C. What is being done to strengthen or improve the program?

D. Suggestions for further improvement of the program.